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THE IMPACT AND EFFECTIVENESS OF EXISTING GUIDANCE AND COUNSELLING SERVICES IN TANZANIA

INTRODUCTION

Tanzania, like many other ECA member States, has for quite some time realized the need to develop and utilize its human resources in the best way possible. It has given this important responsibility mainly to three organs of the government - the Ministry of National Education, the Ministry of Labour and Manpower Development and Administration, and the Social Welfare Section of the Prime Minister's Office. Gugu (1981:2) contends that the services "rendered and administered by these establishments are still too patchy, fragmented and uncoordinated, altogether not responding to anything like they needed. In fact, the current career guidance and counselling has not even kept pace with the growing complexities of the transition from school life to adult working life .....".

The bleak picture portrayed here would make one doubt whether Tanzania has realized what careers/educational guidance and counselling really means and entails despite the efforts of the 1979 Addis Ababa Regional Conference on Training Development to which she sent several delegates. The Conference, however, led to the National Training Workshop on Careers/Educational Guidance and Counselling which was organized and run jointly by the Economic Commission for Africa and the Ministry of National Education at Dar-es-Salaam College of National Education from November 30 to December 18, 1981. The Workshop heralded genuine guidance services in Tanzania, at least theoretically. Twenty-five participants who included secondary school careers masters/mistresses, Deans of students from post-secondary school institutions, officials from the Ministry of National Education and the Ministry of Labour and Manpower Development and Administration, an officer from the United Nations High Commission for Refugees, tutors from Dar-es-Salaam College of National Education and a lecturer from the National Social Welfare Training Institute spent three weeks training in how to effectively serve as careers, educational or general guidance counsellors.

During the workshop, the participants realized that there had been some rudiments of guidance services in Tanzania. But, these services were fragmented and scattered here and there in several government ministries and other organization or institutions. They, therefore, felt that there was need for a nationally coordinated machinery to look into the field objectively and finally suggest an administrative and functional structure of a guidance programme for Tanzania. They further recommended, among other things, the following things for immediate implementation:

(i) Organization:

(a) That the Ministry of Manpower Development and Administration be overall coordinator of Guidance and Counselling Services in the country;

(b) That each of the relevant ministries, such as, the Ministry of National Education, the Ministry of Labour and Social Welfare, the Ministry of Information and Culture, and the relevant organizations establish a Unit of Guidance and Counselling;

(c) That the Units be manned by personnel trained in the field of Guidance and Counselling;

(d) That facilities, such as transport, office and stationary be provided by the respective ministries and organizations to enable the Counsellors to perform their duties well.

(ii) Training:

(a) That Guidance and Counselling studies be offered at the University of Dar-es-Salaam, the National Social Welfare Training Institute, and College of National Education which offer Diploma Courses;

(b) That opportunities for training our counsellors abroad in well established departments of Counselling Education be explored and exploited.

(iii) The Ministry of National Education:

(a) Be responsible for the overall organization of Guidance and Counselling in schools, colleges and institutions of higher learning;

(b) Periodically review and evaluate the Guidance and Counselling programme in schools, and institutions of higher learning;

(c) Develop a training programme for the school career guidance masters and mistresses;

(d) Ensure that there are guidance counsellors in all the schools, colleges, and institutions of higher learning;

(e) Make sure that guidance counsellors be assigned only such duties as will enable them to be effective Counsellors;

(f) See to it that the career guidance masters and mistresses receive the necessary information from the Ministry of Manpower Development and Administration regarding employment opportunities.

(iv) The Guidance and Counselling Unit in the Ministry of Labour and Social Welfare addresses itself to the following issues:

(a) The youth's problems of social and psychological adjustment.

(b) The cultural aspects of the community.

(c) The youth's problems of unemployment.

When closing the workshop, Siwale (1981) observed "This workshop is very important and very timely because of the significance the Ministry of National Education is now attaching to the work of careers masters and Deans of Students in our educational institutions .... It is the intention of my Ministry to organize similar workshops in future so that eventually all Careers Masters/Mistresses and Deans of Students will have the opportunity of receiving such training..... I have received your recommendations and have noted that you have done a good job of identifying the problem areas which need the attention of this Ministry. The Ministry of Manpower Development and Administration and the Ministry of Labour and Social Welfare have their part to play in the recommendations. I will consult my colleagues so that these recommendations receive the due attention and quick action they deserve".

With the background portrayed in the introduction above in mind, the current study's objective was to review and evaluate the status and effectiveness of the existing guidance and counselling programmes and services in Tanzania at national level, with emphasis on policies, administrative arrangements, coordination of activities among Ministries concerned, and to determine the extent to which guidance and counselling has been integrated in the education, training and employment services.

METHOD

The present study investigated the impact and effectiveness of the existing guidance and counselling services in Tanzania. The research was tackled under six specific variables: policies pertinent to guidance and counselling at national level; relevant administrative arrangements for guidance and counselling; coordination of guidance and counselling activities among government ministries; integration of guidance and counselling in training programmes; and integration of guidance and counselling in the employment services.

The study embraced the Ministry of Labour and Manpower Development and Administration, the Ministry of Education, all professional and other organizations that are involved in guidance and counselling services in Dar-es-Salaam, and the National Examinations Council. Out of this target population, a purposefully sampled group of individuals participated in the study. The group included an official from the Directorate of Manpower Training and Recruitment of the Ministry of Labour and Manpower Development and Administration; an official from the Directorate of Teacher Education in the Ministry of Education; an official from the Directorate of Secondary Education in the Ministry of Education; an official from the Directorate of Higher Education in the Ministry of Education; an official from the Tanzania Employers Association; an official from the Responsible Parenthood Education; a tutor at Dar-es-Salaam Teacher Training College; a teacher at Jangwani Secondary School, Dar-es-Salaam; and an official from the Department of Students Administration, University of Dar-es-Salaam.

The data were collected using three relevant interview schedules (see appendices A, B and C) and through a review of pertinent documents obtained from the participating government ministries, participating institutions and participating organizations. The information collected was compiled and finally analyzed to obtain the major ideas and opinions of the participants regarding the impact and effectiveness of the existing guidance and counselling services in Tanzania. The data, where appropriate, were presented as simple percentages of the number of participants who responded to each appropriate item on the questionnaires. The researcher felt that 50% and above affirmative or negative responses were substantial enough to render the respective service(s) effective or ineffective, etc.

DISCUSSION

It has been hinted that the present study was tackled following six diverse variables. The findings of the study are discussed according to the variables used.

Policies pertinent to guidance and counselling at national level. Interviews and documentary reviews showed clearly that integrated planning and policy guidelines on guidance and counselling services were grossly lacking at national level in Tanzania (Table 1). There were some endeavours by the Ministry of Education to institutionalize the services in the educational system. But, as the following discussion shows, these efforts have not born the required fruits.

Generally, the Ministry of Education entrusts the guidance and counselling responsibilities into the teacher's hands. Teachers are expected to be exemplars to be imitated and emulated by students. In their execution of duty, teachers are expected to create tension-free classroom atmospheres. This is therapeutic. They are also expected to meet their students' counselling needs through "surface" counselling, that is, being good and sympathetic listerners to students' problems, referring students with problems to appropriate helpers in and around their schools, and showing concern about students social welfare. The bulk of students' emotional, social, educational and vocational needs, however, normally go unattended to by the ordinary classroom teachers.

The Ministry of Education has endeavoured to counter this at secondary school level by using Careers Masters/Mistresses. The heads of schools handpick these personnel mainly to handle students' career choices and preparation for the careers chosen. At Ministerial level, the careers masters and mistresses are supposed to carry out six specific functions:

(i) to advise heads of secondary schools concerning job selection and selection for further education or training;

(ii) to collect information on job opportunities available in the country for secondary school graduates;

(iii) to disseminate career information to students;

(iv) to help students understand and develop incerest in appropriate jobs or further training,

(v) to assess the students' talents and capabilities and to encourage them to pursue careers or further education best societed to them;

(vi) to help students solve their personal problems which may affect their general progress in education (Siwale, 1981).

A closer look at these functions shows clearly that the personnel entrusted with the execution of these functions should be well versed in appropriate current job opportunities, course offerings at secondary schools and post-secondary school institutions, and in the field of guidance and counselling. Besides, they should have the time and resources to do a good job as counsellors. Evidence, however, showed that this was not the case. Partly by reason of making these services a mere adjunct to their teaching duties and partly because of sheer lack of expertise, these personnel do not do a good job. In fact, they often depend entirely on the booklets "Public Sector Career Pamphlets" which are compiled and distributed to secondary schools by the Ministry of Labour and Manpower Development and Administration in collaboration with the Ministry of Education. The booklets have information pertaining to pre-service courses and direct employment opportunities in the public sector and what is needed to get these opportunities. But, methods of "coaching"

Table 1: Responses to Questionnaire 'A'.

Respondents	RESPONSES																									
	Q 1(a)		Q 1(b)		Q 1(c)		Q 1(d)		Q 2		Q 4		Q 6		Q 7		Q 9(a)		Q 9(b)		Q 9(c)		Q10(a)		Q10(b)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Manpower Official	✓		✓		✓		✓			✓	✓			✓		✓	✓				✓		✓			✓
2. Teacher Education Officer	✓		✓		✓		✓			✓		✓		✓		✓		✓		✓	✓			✓		✓
3. Secondary Education Officer	✓		✓		✓		✓			✓	✓			✓	✓			✓	✓		✓			✓		✓
4. Higher Education Officer	✓		✓		✓		✓			✓		✓		✓		✓		✓			✓			✓		✓
5. Teachers College Tutor	✓		✓		✓		✓		✓			✓		✓		✓		✓		✓	✓			✓		✓
6. Secondary School Teacher	✓		✓		✓		✓		✓			✓		✓		✓	✓		✓		✓			✓		✓
7. University Official	✓		✓		✓		✓		✓			✓		✓		✓		✓			✓			✓		✓
TOTALS	7/100%	0/0	7/100%	0/0	7/100%	0/0	7/100%	0/0	3/42.9%	4/57.1%	2/28.6%	5/71.4%	0/0	7/100%	1/14.3%	6/85.7%	2/28.6%	5/71.4%	2/28.6%	2/28.6%	7/100%	0/0	1/14.3%		0/0	7/100%

students in how to make their choices intelligently are missing. The booklets do not cover information on career opportunities in the fast growing private sector - an ommission that is regretable. In fact, there should be another source of career information compiled by the Ministry of Labour and Manpower Development and Administration in collaboration with the Tanzania Employers Association. Another sad thing revealed by the study is that secondary school students' choices for further education, training or direct employment are hardly fulfilled following stulents' abilities, aptitudes and interests. As for personal counselling, the careers masters and mistresses are grossly ill-trained to attempt it hopefully.

Career counselling for holders of diplomas and university degrees, according to documentary evidence, is done by personnel from the Ministry of Labour and Manpower Development and Administration. The procedure followed is for the Ministry to annually gather manpower requirements by potential employers in the public sector and in parastatal organizations; to summarize and compile the indented manpower requirements in a form of handouts which are finally made available to final year students at their respective institutions, normally three months before students sit for their final examinations; to require the finalists to study the job openings available and indicate their choices; and officers from the Ministry to finally visit the students in their respective institutions normally for just over half a working day to interview students, explaining and amplifying job opportunities chosen by students. Gugu (1981) asserts that these officers are not only allocated insufficient time to carry out the exercise but also they themselves are basically untrained for the job which entails more than gathering and disseminating information about jobs, and explaining or amplifying job openings available. This view-point was replicated by the current study. The study proved further that the officers sent out by the Ministry are normally unfamiliar with their interviewees' academic abilities, attitudes, interests and even achievements which are necessary for effective occupational guidance and counselling.

Personal counselling in post-secondary institutions is done by Deans of students, most of whom are appointed by the heads of institutions regardless of their competence in the arduous but very important job. Of course, these are teachers who might have enjoyed to act in loco-parentis as teachers. But, students in these institutions are supposedly more mature than secondary school students and they, therefore, would like to be treated as adults.

Deans of students are generally appointed to handle students' problems. This historical identification of the Dean of Students' position as the administrative control agent of the Head ofthe institution is unfortunate. It perpetuates the practice of combining the counsellor-disciplinarian role in the Dean of Students. The practice creates role ambiguities, breeds mistrust among students and staff, hinders effective communication between students and the Dean of Students, and affects the counselling role of the Dean of Students very adversely. It should be noted also that evidence showed that almost all Deans of Students in Tanzania are ill-trained, indeed, untrained in student Personnel Services, the most important part of which is Guidance and Counselling.

Appraisal/Testing for Guidance and counselling is hardly extent at both school and post-school levels (see Table 2). This tallies with Idama's (1981:9)

observation that selection of students for further education and for taking up various jobs in Tanzania is wholly based on achievement tests. He observes, "Aptitude/ability tests are used in very few institutions and only for a limited range of uses. Intelligence and personality tests are hardly part of the arsenal in our institutions' educational/training and testing undertakings". In fact, the only widely used Aptitude Tests are the notorious one used by the University of Dar-es-Salaam to screen candidates who apply for University admission through the Mature Age Entrance Scheme, and the one used by the Institute of Adult Education to assess applicants for the Diploma in Adult Education at the institution.

Table 2: Responses to Questionnaire 'B'.

	Responses	
	Yes	No
2. In Tanzania is the stance of the following tests good?		
(a) Aptitude Tests		✓
(b) Intelligence Tests		✓
(c) Interest Inventories		✓
(d) Personality Inventories		✓
3. Are you planning in the near future to develop those tests/ inventories in question 2 above which are not yet developed?		✓
5. Do you find the current testing system adequate for:		
(a) Individual appraisal in schools?		✓
(b) Personnel selection and recruitment?		✓
(c) Selection of students for further education or training?		✓
6. Is it advisable to adapt psychological tests developed in Western countries to the Tanzanian situation?		✓

It is true that the numbers and diversity of educational/training/occupational opportunities in Tanzania are on the increase, giving rise to the need to assess students' abilities, interests and aptitudes efficiently for effective placement in these areas. Falling back on achievement testing and to, by and large, the subjective non-testing appraisal methods (as they are used in Tanzania) is inadequate for meaningful career/educational guidance and counselling. The need

for psychological testing is rife in Tanzania. Yet, as table 2 shows, there are no visible and convincing signs into this direction. It seems the absence of psychological testing in this country stems from two fronts. First, the policy makers have not seen the tests' worthiness in the process of education and training. The absence of a meaningful guidance and counselling programme in the country's educational system has, in actual fact, aggravated their ambivalence about psychological testing. Secondly, there is the problem of trained personnel in this area. There are hardly any persons with a firm grounding in psychological testing in Tanzania. Such persons would be conversant with the construction, the administration, and the interpretation of the tests and test results.

The Social Welfare section of the Ministry of Labour and Manpower Development and Administration uses social workers to counsel families or individuals with social problems. The Ministry as a whole endeavours to disseminate information about job openings available to job seekers. Besides, it promotes the induction process, that is, introducing and familiarizing new employees to work ethics and procedures pertaining to their new work places. Evidence indicates clearly that in this country formalized induction was more effective than informal induction. Informal induction is normally done on the job by job supervisors or functional managers. Formalized induction is normally included in the training programmes, for example, in the fields of teaching, nursing, medicine and law. Here pre-service students are despatched to various work places to practise their skills in their respective fields, under supervision, for specified periods of time. Graduate physicians and lawyers extend this induction process into post-training internships that normally last one calendar year. Apart from such professions, induction is informal and the effectiveness of such practice depends on job supervisors, etc.

Interviews and documentary evidence showed very clearly that this Ministry is lagging farther behind the Ministry of Education in endeavours to institutionalize occupational/training guidance and counselling. Lack of any planning and definitive policy on this crucial field is very vivid. And, as it has been observed, the Ministry of Education's endeavour in institutionalizing educational/training guidance and counselling still leaves much to be desired.

Relevant administrative arrangements for guidance and counselling. When asked whether there was a special unit in their respective ministries or institutions which co-ordinates guidance and counselling activities, 57.2 per cent of the ministries and affiliated institutions, (Table 1) answered in the negative. Those participants who replied affirmatively were from areas which had at least a humble office that mainly dealt with either clerical activities pertinent to students' selection of educational or occupational pursuits beyond secondary school simple students' welfare matters, or which disseminated information on employment opportunities for job seekers. This indicated that what the December 1981 Training Workshop on Careers/Educational Guidance and Counselling had strongly recommended as a possible and effective administrative structure, the structure which was highly endorsed by the then Minister for Education, has not been implemented hitherto. It is also interesting to note that 100 per cent of the participating professional and other organizations replied that they had no such co-ordinating units in their respective places of work (Table 3). As such, they had no machinery of co-ordinating their activities with those of similar units in Ministries and other organizations.

In summary, there are hardly any relevant administrative arrangements for guidance and counselling at national level in Tanzania. Those available in some Ministries and organizations are more clerical than of a guidance and counselling nature.

Co-ordination of guidance and counselling among government Ministries. Two Ministries only - Labour and Manpower Development and Administration, and Education - have some inter-ministerial co-ordination. The Directorate of Manpower Training and Recruitment of the Ministry of Labour and Manpower Development and Administration co-ordinates its activities with the Directorates of Secondary Education, Teacher Education and Higher Education in terms of selection for further education or training, and allocation of relevant manpower. But, such activities are typically clerical and devoid of guidance and counselling elements. No other inter-ministerial or inter-organizational co-ordination of guidance and counselling activities exist.

Integration of guidance and counselling in education. As was seen in the discussion on policies, the desire to integrate guidance and counselling in education is rife. But, the implementation has been slow and rather uncertain. There was 100 per cent agreement by all participants from the government ministries and institutions that guidance and counselling should be an integral part of the educational system in Tanzania. This tallies with Siwale's (1981) observations referred to before. It was revealed that the fervour from the former Minister for Education waned as soon as she left the Ministry. Her right-hand person, the former Commissioner for Education was also an enthusiast of guidance and counselling in schools. With his departure from the Ministry of Education, the stance of guidance and counselling in schools has been eroded further. It is obvious that without leadership that is committed to integrating guidance and counselling services in the country's educational system, the task may take long to be accomplished.

Integration of guidance and counselling in training programmes. As it was observed in the introduction to this study, the former Minister for Education had promised to organize workshops similar to the 1981 ECA/Tanzania Training Workshop so that careers masters, careers mistresses and Deans of students would have the required training for their duties. A National Guidance Committee was formed to monitor the progress of the moves embodied in the Minister's closing speech. The zealous Committee began thinking of mounting similar training workshops in the seven educational zones of Mainland Tanzania during the 1982/83 fiscal year. It pushed for the implementation of the participants' recommendations on training. It monitored the provision of funds for guidance activities during the fiscal year 1982/83. But the dividends of the Committee's efforts were apparently minimal. The Ministry of Education did not budget for the guidance services. Apart from a one-week intensive guidance workshop for tutors from Teacher Training Colleges and school inspectors that was organized by the Institute of Education at Patandi, Arusha in June 1982 and the formal establishment of the Occupational and Educational Guidance and Counselling course for final year teacher undergraduates at the University of Dar-es-Salaam during the 1982/83 academic year, nothing else worth noting has been done by the government and parastatals in the area of training.

A private organization called EMAU (Elimu ya Malezi ya Ujana or Responsible Parenthood Education), however, has been very active in training personnel for guidance and counselling in secondary schools, Teacher Training Colleges and

Church Youth Organizations. Since 1982, EMAU has organized three such training workshops. The researcher participated in all of them. The first, which drew participants mainly from Dar-es-Salaam region, lasted for three weeks in October 1982. The second lasted for two weeks during August 1983 and it drew participants from Dar-es-Salaam and surrounding regions. The last one was conducted in September 1984 and lasted for two weeks too. The dividends from the workshops were great. The Ministry of Education, especially the Directorate of Secondary Education co-operated very efficiently in appointing teachers, most of them career masters and mistresses, to participate in these workshops. But, taken generally, professional and other organizations concerned with guidance and counselling in Tanzania see the stance of these services as still very shaky (Table 3).

Integrating guidance and counselling in employment services. Apart from the induction practices and the dissemination of information on employment opportunities, there is very little which has been done in this area. It seems the myth of planned manpower has inhibited progress here. Authorities may hold the belief that all graduates have to take up whatever jobs are specifically allotted to them regardless of the graduates' personal inclinations and likings.

The findings of this study showed that, by and large, existing guidance and counselling services in Tanzania do not even merit the name. They have had very little impact on the educational social and employment set-ups of the country. The bleak picture portrayed by these findings may be attributed to four major problems: Apathy of policy and decision-makers regarding the vovel field of guidance and counselling, the myth of planned manpower, lack of trained personnel to provide effective guidance and counselling services, and the deep-rooted traditional advisement. Regarding this last problem, authorities believe the advisement is all that is needed. Young people as well as all others in need have to take advice from the sages and other authorities regarding educational, occupational and social problems. These sages and authorities contend that advice worked for them and, therefore, should work for Tanzania's school or college graduates of modern times.

The researcher's experience in Eastern and Southern African countries as regards guidance and counselling makes him conclude that Mauritius, Kenya, Swaziland, Zimbabwe, Malawi and Botswana do not differ very markedly from Tanzania.

In practically all of these countries the guidance and counselling services are quite young and struggling to grow. Mauritius, according to Sakir (1981) set up her Youth Guidance Service in April 1973 under the aegis of the Ministry of Employment. The services concentrated its energies on Careers Guidance only. When Saccaram (1981) was opening the National Workshop on Educational and Vocational Guidance and Counselling Services, jointly organized and run by the Mauritian Ministry of Employment and the United Nations Economic Commission for Africa in Mauritius, he remarked that this country was still "giving earnest thoughts as to the ways and means of spreading the benefit of Careers Guidance to a wider public and in particular to the rural areas. The new strategy outlined by ECA has come in handy ....". The participants in the workshop echoed this remark and went on to suggest that the "Youth Guidance Service be re-organized and converted into a 'National Guidance Service' under the Ministry for Employment". The duty of the National Guidance Service would be to expand the services so that they may reach students at all levels, school leavers, job seekers,

Table 3: Responses to Questionnaire 'C'.

Respondents	RESPONSES											
	Q 1		Q 4		Q 5		Q 7		Q 8(a)		Q 8(b)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Employers' Association		✓		✓		✓	✓			✓		✓
2. Responsible Parenthood		✓	✓			✓		✓		✓		✓
Totals	0 / 0	2 / 100%	1 / 50%	1 / 50%		2 / 100%	1 / 50%	1 / 50%	0 / 0	2 / 100%		2 / 100%

employees, and other citizens who may need such services all over Mauritius - especially in rural areas. The researcher has not been priviledged with a follow-up study or workshop to ascertain the implementation of these recommendations. But, he would not be surprised to find a situation similar to Tanzania.

In Kenya, the National Development Plan for 1974-1978 contained a clause emphasizing the expansion of the Guidance Department at the Ministry of Education. The report of the National Committee on Educational Objectives and Policies which the government of Kenya received in December 1976 stipulated that most of the high schools in Kenya had already appointed part-time counsellors/career masters who were "responsible for seeing that guidance information is provided to all students, staff and parents" (Hassan, 1978:6). Apparently these are the personnel who attended the National Training Workshop on Careers/Educational Guidance and Counselling that was organized and run jointly by ECA and the Kenyan Ministry of Education at Mombasa, Kenya in April 1981. It is hoped that these personnel had gone through Nairobi University or Kenyatta University College where, according to Hassan (1978:6), "Guidance is being taught as part of some courses in educational psychology, both at the degree and diploma level". But, this researcher's first-hand experience with the workshop participants convinced him that practically all of them were pathetic novices in the field of counselling and guidance. The stance of the guidance services both at the national level and school level was at that time still very shaky and needed reorganization and strengthening. Participants' recommendations spoke for this in no uncertain terms. The researcher's casual visit at the Ministry's Guidance Department late in 1983 made him learn that the needs were still pending until the new reorganization of the Ministry of Education is completed.

The situation in Malawi and the three Southern African countries - Swaziland, Zimbabwe and Botswana - the researcher had the privilege of visiting and participating in their National Training Workshops in Careers/Educational Guidance and Counselling as ECA's consultant between January and December 1982 is not that much brighter. In Malawi, Kachalenga (1982) notes that the country's vocational guidance programme started humbly in 1971 and is basically geared to catering to secondary school students. The post of vocational Guidance Officer was established in the Ministry of Education and Culture in 1974 first to establish and maintain contacts with secondary schools, employers and Malawi Correspondence College Centres and secondly, to secure and disseminate career information to its consumers. Indeed, this pre-occupation with careers guidance was very vivid during the Training Workshop. But, how the service was rendered left much to be desired. The careers masters had hardly any training and expertise in the area of Careers Guidance and Counselling. Their end-of-workshop recommendations revealed how deficient the service had been, with a corollary that it had not made much impact on the target group(s).

When opening the Swaziland National Training Workshop on Career Guidance and Occupational Testing in January 1982, the Director of Personnel Management, Department of National Employment Service remarked, "The ideas of Career Guidance and Occupational Testing are almost new to our country". In fact, the Career Guidance Unit in the Department of National Employment Service was established in 1976 and concerns itself with guidance, measurement and testing, and placement. The Measurement and Testing function has made remarkable in-roads but the rest of the services have made but minimal impact on the intended consumers, mainly Forms IV and V students. Lack of trained personnel and emphasis on careers only are deficiencies which, if not attended to, will continue to weaken the guidance endeavour in Swaziland. Botswana's situation is quite similar to that of Swaziland.

Of all the African countries the researcher has visited and observed, Zimbabwe is the most advanced country in the field of guidance and counselling. This is historical. The White Minority rule of the then Rhodesia had so much contact with and influence from South Africa where guidance and counselling is well established and advanced. But, even here, lack of trained personnel and resources, lack of co-ordination or integration between government ministries and organizations concerned with guidance, and a dichotomy between the well established "Education for Living" and guidance served but to tarnish the impact of guidance and counselling on the nation.

The researcher's general conclusion is that in all countries dealt with, the spirit to plan and use guidance and counselling services in effective development and utilization of their respective human resources is rampant and very strong. But, the implementation of such envisaged plans is pathetically lukewarm. Enlightened impetus from above is desperately needed.

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APPENDIX 'A'

Interview Schedule for Government Ministries and Their Subsidiaries

1. Do you regard guidance and counselling as an integral part of:

   (a) the educational system in Tanzania?

   (b) the employment services in terms of initial placement and subsequent choice of careers?

   (c) the community/social services in terms of preparing individuals to become productive members of the community?

   (d) the rehabilitation process in special institutions and centres, such as approved schools, schools for the handicapped, prisons and the like?

2. Do you have a special unit in your Ministry which co-ordinates guidance and counselling activities?

3. If you answered 'Yes' in question 2, (b) is there a machinery of co-ordinating your unit's activities with that of similar units in other Ministries? (a) What are the functions of the Unit?

4. Is there a machinery which links your Ministry with training institutions, professional organization or agencies, and individuals in respect of guidance and counselling activities?

5. What requirements do you demand when recruiting staff both for your Ministerial Unit and those in the field, such as, careers masters, guidance teachers, and social workers?

6. Do you feel that your Ministry has qualified staff to manage the guidance and counselling activities at the Ministerial Unit and in the field?

7. Do your staff at the Ministerial Unit consult with those in the field?

8. If you answered 'Yes' in question 7, what are the common areas in which consultations are made?

9. Does a system of data and information gathering, storage and dissemination for guidance and counselling exist:

   (a) at your ministerial unit?

   (b) in schools?

   (c) in the employment services?

10. In your opinion, is formal guidance and counselling in Tanzania (a) available in schools, community/social welfare service and employment services? (b) adequate?

Thank you for your co-operation!

APPENDIX 'B'

Interview Schedule for the National Examination Council

1. What examinations/tests do you develop?

2. In Tanzania, is the stance of the following tests good?

   (a) Aptitude Tests?

   (b) Intelligence Tests?

   (c) Interest Inventories?

   (c) Personality Inventories?

3. Are you planning in the near future to develop those tests/inventories in question two above which are not yet developed?

4. What constraints do you envisage in the exercise to develop the tests?

5. Do you find the current testing system as adequate for:

   (a) Individual appraisal in schools?

   (b) Personnel selection and recruitment?

   (c) Selection of students for further education or training?

6. Is it advisable to adapt Western psychological tests to the Tanzanian situation?

7. What non-testing measurement tools do you recommend for schools in the absence of testing tools?

Thank you for your co-operation!

APPENDIX 'C'

Interview Schedule for Professional and Other Organizations

1. Do you have a special Unit in your organization which co-ordinates guidance and counselling activities?

2. What are the functions of your Unit?

3. How do you co-ordinate your Unit's activities with those of similar Units in diverse government Ministries?

4. Is there a machinery which links your Organization with training institutions, other organizations or agencies, and professional individuals in respect of guidance and counselling activities?

5. Do you feel that your organization has enough qualified staff to carry out the guidance and counselling activities effectively?

6. What are the common counselling problems with which your Unit deals?

7. Does a system of data and information gathering, storage, and dissemination for guidance and counselling exist at your Unit?

8. In your opinion, is formal guidance and counselling in Tanzania:

   (a) Available in schools, community/social services and employment?

   (b) Adequate?

Thank you for your co-operation!